

Appendix 3

Application Packet & Checklist

2005-2007 Application for Tobacco-Use Prevention Education Program Competitive Grant for American Indian Education Centers

Signature Page		Agency:
<p>Purpose: This page is to declare that the American Indian Education Center is hereby applying for funds for the Tobacco-Use Prevention Education (TUPE) program. Funds provided through this application are primarily for the purpose of developing prevention education, intervention, cessation, and youth development programs directed at the reduction of commercial tobacco-use among students.</p> <p style="text-align: center;">This page must be signed by the Board Chairperson or Designee</p>		
Please return an original and two copies to: California Department of Education Migrant, Indian & International Education Office 1430 N Street, Suite 6408 Sacramento, CA 94244-2720 Facsimile submissions will not be accepted.		Dates of Project Duration: June 1, 2005 – June 30, 2007 <p style="text-align: center;"><i>This application must be received no later than 4:00 p.m. on Wednesday, June 15, 2005</i></p>
Contact Person:	Center Director:	Please indicate the Budget Requested not to exceed \$40,000 per year
Title:	Title:	<div style="text-align: center; font-size: 1.2em;">\$</div>
Address:	Address:	Note: Applicants may use computer generated copies in place of the forms in this application.
City/Zip Code:	City/Zip Code:	
Telephone:	Telephone:	
Fax:	Fax:	
Internet Site /E-Mail Address:	Internet Site /E-Mail Address:	
Certification: I hereby certify that this American Indian Education Center will adhere to all the assurances listed on the back of this page and that this center intends to fully implement the program as described in this application.		
Name of Board Chairperson or Designee:	Signature of Board Chairperson or Designee:	Date:

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Program Assurances

The Board Chairperson or designee's signature on the Cover Sheet signifies acceptance of these assurances.

The applicant center provides an assurance that the AIEC will have met the commercial tobacco-free criteria on or before June 28, 2005 and are not receiving or planning to receive funds and promotional consideration or support of any kind from the tobacco industry. A fully implemented commercial tobacco-free policy must be board-adopted and include the following (attachment 2):

The policy shall prohibit the use of commercial tobacco products any time, on the AIEC premises, and in center vehicles; Information about the policy and enforcement procedures shall be communicated clearly to center personnel, parents, students, and the larger community;

Signs stating "Commercial Tobacco Use is Prohibited" shall be prominently displayed at all entrances to center property; and Information about smoking cessation support programs shall be made available, and encouraged for students and staff.

The agency provides an assurance that a systematic and ongoing process to collect data to ensure that the program resulting from the grant process is being implemented as planned and that the data will be used to measure the effectiveness of the program in achieving its expected results.

The agency will maintain accurate student data.

The agency provides an assurance that the center intends to fully implement the program described in this application.

The CDE will mail each successful applicant a Drug-Free Workplace Certification Form (Std. 21) to be signed by the Program Director in order to certify that the AIEC will maintain a drug-free workplace, as required by Government Code 8355. The Drug-Free Workplace Certification Form shall be submitted to the CDE's Migrant, Indian & International Education Program Office prior to the release of an official Grant Award.

The agency provides assurance that all required reports will be provided to the CDE's Migrant, Indian & International Education Program Office:

On, July 1, 2005 (pending signed California State Budget) 50 percent of the first years funds will be advanced. Thereafter, the grantee can receive an additional 40 percent by submitting to the CDE an Expenditure and Progress Report (to be provided to successful applicants in the Grant Award Packet) showing the expense of 80 percent of the first 50 percent advance. No funds will be released unless applicants are current on all required reports.

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Program Assurances, Continued

The final 10 percent will be released upon receipt of the end of year program report, evaluation report, and the expenditure report, all of which are stated below. The second year (2006-2007) will be processed using the same pattern as the first year(2005-2006).

The applicant center and all participating applicants will submit the following required deliverables by the designated due dates:

Year One 2005-2006	Year Two 2006-07
Evaluation Design due October 31, 2005	Program revisions and Second Year Budget due May 31, 2006
First Expenditure report due December 15, 2005	Third Expenditure Report due December 15, 2006
6-Month Progress Report due January 15, 2006	18-Month Progress Report due January 15, 2007
Second Expenditure Report due April 15, 2006	Forth Expenditure due April 15, 2007
12-Month Progress Report due July 30, 2006	Final Progress Report due September 15, 2007
12-Month Evaluation Report due July 30, 2006	Final Evaluation Report due September 15, 2007
	Final Expenditure Report due September 15, 2007

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a. Overall Program Summary

Describe the proposed program including how it will be administered. This summary should address all component areas. Please include pertinent information about previously funded competitive TUPE programs.

Overall Program Summary	

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b. Needs Assessment

Describe the process and objective data sources used to establish a need for the proposed program. Data should be comprised of national (i.e., National American Indian prevalence data), regional (i.e., district Health Kids survey results), and local (i.e., AIEC survey measuring program need and tobacco use prevalence). Address the nature and extent of the problems and existing intervention and prevention efforts. Describe the student populations to be served by the proposed program.

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c. Parent, School, and Community Involvement

Parent, school, and community involvement is an essential part of any successful program. Proposed program must describe collaboration with community-based organizations including the California Rural Indian Health Board (CIRHB), county health departments, and DHS Tobacco Control Section grant recipients. Successful programs will certainly attach Memorandum of Understanding (MOUs) with collaborating agencies in an appendix.

Narrative should describe:

- How students, parents, and elders will be involved in the program development and implementation; and
- What mechanism will there be for ongoing input and feedback from center staff, other program staff, students, parents, elders and other community members.

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d. Overall Program Goals and Measurable Objectives

Please list at least **two** measurable objectives, include both program implementation (e.g., number of hours of instruction and number of students receiving instruction) AND student outcome objectives (e.g., percentage decrease in number of students who smoke) for each of the three target groups: (1) General Population; (2) Most At Risk; and (3) Current Users.

Target Group	Measurable Objectives

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e. Program Description Including Multiple Strategies & Selected Strategies' Rationale

Discuss the program strategies for each target group (1) General Population; (2) Most At Risk; and (3) Current Users. From the attached matrix please include: program or materials, description of content, description of delivery methods, evidence of effectiveness, justification for content and delivery choices, number of students to be served and means of student identification. For all curriculum proposed include the following:

- The title, year of publication, and publisher of the program or materials to be used.
- Describe how the proposed curriculum meets the identified need of the student population to be served.

Target Group	Program Strategies

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The numbers in parenthesis () at the end of each strategy identifies which of the three target groups the strategy addresses. (1) General Population; (2) Most At Risk; and (3) Current Users.

- 1) Classroom instruction related to the decision-making, refusal, or media-literacy skills; short-term consequences related to tobacco use; long-term health consequences; curricula or resources made available from the American Cancer Society, American Lung Association, and American Heart Association and Americans for Non-Smokers Rights. (1)
- 2) Tobacco curriculum infusion with core subjects. Infusion lessons about tobacco integrated into core curricular areas provides an opportunity to address tobacco as part of priority core subject areas. (1)
- 3) Social influence or comprehensive life skills. These strategies help students acquire skills needed to make healthy, choices or correct their perception of tobacco use norms. Included are refusal skills to help students resist peer pressure to use tobacco products. (1)
- 4) Youth advocacy strategies. Involve youth in changing community and school tobacco-use norms and local policy-making about tobacco. These strategies include passing local city ordinances banning smoking in specific places, reducing the amount of advertising in the communities, and reducing access to tobacco products. County health departments are resources for these approaches. (1)
- 5) Visual and performing arts. Dramatic presentations performed by students through video, radio, teen theater, drama classes, art projects, poster contests, or music. (1)
- 6) Pregnant and parenting students. Tobacco-related curriculum and/or projects specific to the needs of pregnant and parenting. (1)

7) Peer education/leadership/counseling strategies. These strategies use students as leaders. Students may make presentations, provide lessons, serve as peer helpers or participate in counseling sessions, and plan tobacco-use prevention activities and services. (1, 2)

8) Early intervention strategies. The identification of students needing intervention for tobacco use includes student study teams student assistance teams, referral procedures, and follow-up activities involving parents, students, teachers, counselors, and community organizations or agencies, (2)

9) Readiness for tobacco cessation. Motivate and prepare tobacco users to quit using tobacco and participate in cessation activities. Participation in cessation readiness can be an alternative to suspension or other sanction. (2, 3)

10) Tobacco cessation. Cessation usually involves separate sessions conducted trained facilitators assisting participants to quit smoking or using other tobacco products. County health departments, hospitals, and local chapters of the American Lung Association and the American Cancer Society conduct regular tobacco use cessation classes. (3)

Note: To assist applicants with information regarding tobacco prevention education research, strategies, programs and materials, refer to CDE's document **Getting Results** access the following website: <http://www.californiahealthykids.org>.

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f. Projected Key Activities and Timelines

Provide the projected key activities and timelines for the entire grant period to include target group (1) General Population; (2) Most At Risk; and (3) Current Users.

Target Group	Projected Key Activities and Timelines	Person Responsible	Date Completed (for future use when completing progress reports)

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g. Personnel

Provide names (when possible) of all key staff personnel involved in implementing the program and specific program responsibilities.

- Identify key personnel involved in implementing the program.
- Describe program responsibilities for key personnel.
- Indicate the amount of time each key staff person will spend implementing the program in full-time equivalent (FTE) or number of hours to be worked.

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h. Budget Summary

On this page, please summarize the expenditures for the American Indian Education Tobacco-Use Prevention Education (TUPE) programs. This page will outline the dollar amount budgeted in each line item. Provide a budget for 24 months of operation July 1, 2005 through June 30, 2007.

	Description of Line Items <i>Object codes are in alignment with the CDE Standardized Account Code Structure (SACS)</i>	Budgeted Amount
1	1000 Salaries/Certificated	
2	2000 Salaries/Classified	
3	3000 Benefits	
4	4000 Materials and Supplies	
5	5200 Travel/Conference	
6	5600 Rent/Leases/Repair	
7	5700 Interprogram Services	
8	5800-0000 Non-Instructional Consultant Services (formerly object code 5800)	
9	5800-1000 Instructional Consultant Services (formerly object code 5100)	
10	Total Direct Costs (Sum of Lines 1 through 9)	
11	Indirect Costs at _____ % (Calculate the percent of the Direct Costs on line 10 only) (Rate must not exceed the CDE-approved rate of 8%)Total:	
12	Add lines 10 and 11.	

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Budget Justification

The purpose of this page is to provide sufficient line item detail to justify the budget. The budget pages must provide all required information even if the items have already been identified in another section.

Object Code	Description Budget	Detail for Each Expense	Sub-Total	Total Budgeted for each Line Item

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Budget Limitations

The purchase of property or equipment is not allowed with these funds. The purchase of food is not an allowable expense under the TUPE program (except if absolutely necessary in order to implement a strategy which is conducted beyond normal school hours such as pre-cessation and cessation programs or other training events held after school, off-site, during summer sessions and/or on Saturdays). Out-of-state travel by a grantee for purposes of this grant is not allowed. Indirect costs are not to exceed the CDE-approved rate of 8%. Indirect costs are to be charged against direct costs only (not on the total grant amount).

Required Detail:

Object Codes

1000-2000 For all personnel, include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.

3000 Benefit costs charged to this program must be proportionate to the percentage of salary charged to this program. Costs for PERS Reduction must be identified separately.

4000 Costs for Instructional Materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example: General Office Supplies @ \$25 per month x 21 months = \$525.00.

5200 Each conference must be listed separately with the costs broken out. Costs for conferences that are not tobacco-specific cannot be charged 100% to this grant. Only the percentage that is directly related to tobacco use can be charged. Include rates of reimbursement for mileage, lodging, and per diem. With the exception of any locally negotiated contracts approved by CDE, travel reimbursement rates unless they are noted as being part of a negotiated bargaining contract or rates approved by local boards.

5600 Identify costs for rental or meeting facilities (when justified), equipment, equipment repair, etc. Costs must be broken out and detail must be provided.

5700 Identify items that will be charged to this line item.

5800-0000 For all contracts, include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.

5800-1000 For all contracts, include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.

6000 Capital Outlay costs are NOT allowable under this grant.

7000 Indirect Costs must not exceed the CDE-approved rate of 8%. (See Attachment 4 for worksheet for calculating indirect costs.)

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i. Process Evaluation

A process evaluation is a key component of this program. Describe your process evaluation plan. List a minimum of six questions that the process evaluation will answer. These questions should be directly linked with the objectives of the program.

In order to ensure that evaluation will be an ongoing key component of the proposed program, additional evidence of evaluation activities must be included in the following areas:

The signed assurances;
The timeline;
The staffing configuration; and
The budget.

Programs may use 10% of grant funds for the evaluation.

The plan for monitoring and evaluation shall provide ongoing feedback on program implementation and effectiveness.

Grantees are required to send the following documents to CDE within 45 days of the end of the project period:

- A Final Evaluation Report, which lists the goals and objectives for the program, how those objectives were measured, and what results were achieved.
- A Final Narrative Report (which is separate from the evaluation report), which describes how the proposed objectives and timelines were met, must also be submitted within 45 days of the end of the project period.
- The Final Expenditure Report.

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Program Description

Provide a one-page description of the proposed program. This description should describe a summary of the key aspects of the proposed program. Note: The CDE may remove this description from the application to be published elsewhere or may be disseminated to other agencies upon request.

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Application Checklist

For Applicant Use Only. DO NOT return this checklist with the Request for Application.

This checklist is provided only to assist potential applicants in the preparation of their applications and shall not be considered exclusive and will not relieve applicants from responsibility for compliance with any and all requirements of this RFA.

Note: Forms may be duplicated or computer generated. Page margins do not apply, and single spacing is acceptable on these forms

All sections are complete and included in the Application Packet in the order listed below.

- () Application Signature Page
- () Collaborative Agency Participation/Acceptance of Assurances
- () a. Overall Program Summary
- () b. Assessment
- () c. Parent, School, and Community Involvement
- () d. Overall Program Goals and Measurable Objectives
- () e. Program Description Including Multiple Strategies
- () f. Selected Program Strategies' Rationale (all three target groups have been addressed)
- () g. Projected Key Activities and Timelines
- () h. Project Staffing
- () i. Budget Summary and Budget Justification

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Application Checklist, Cont.

- () j. Program Monitoring and Evaluation
- () Program Description
- () Commercial Tobacco-Free Certification
- () Letters of support from each collaborative agency
- () Memoranda of Understanding (optional)
- () One original and two copies of the application are submitted
- () Original application bears an original signature of the Board Chairperson or designee for each center involved
- () Each copy of the application has an Application Signature Page signed by the Board Chairperson or designee (of applicant agency)
- () All required information on the Application Signature Page is completed
- () Application is stapled together or binder clipped in the upper left-hand corner (DO NOT BIND)